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| Term        | Course Prefix  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Course Title                              | Number                            | Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization" for the CLO Communication.  |  |  |  |  |  |
|             | &#<br>ART 102<br>MUS 191   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Understanding the Visual Arts<br>Guitar I | Enrolled/Scheduled for<br>8<br>14 | All assignments addressed core learning outcomes<br>Class dalopse strongly defended with god results   |  |  |  |  |  |
| Sp19        | ART255<br>ART 252  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Ceramics II<br>Ceramics I                 | 3                                 | Each student is assigned a gate to become the dass' gato" person and becomes the source for experience of gates workings. Students also carefer and person particular fring processes and presents this spt. to the class.<br>COLOR and P1 - understand present their finging on their gate testing their gate testing their determining what went rights and a start but were wrong.  |  |  |  |  |  |
| W21         | MUS 108  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Music Cultures of the World               | 13                                | The end stem and final were quartifiably structured in such a wey that ubgective graphics was balanced with researched content in dealing with adjects that are effective, durual and artistic in nature. In class discussion was successful in Zoom format with most tudents becoming increasingly comfortable with the<br>class format. The with most balance were moundanced with the successful and artistic in stature. In class discussion was successful in Zoom format with most tudents becoming increasingly comfortable with the<br>class format. The with most balance were moundanced with the successful and artistic in stature. In class discussion was successful in Zoom format with most tudents becoming increasingly comfortable with the<br>class format. The with most balance were moundanced were apprecised on the successful and the succ |  |  |  |  |  |
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  | elled and Affected by                     | 46                                |  |  |  |  |  |  |
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  | Course Title                              | Number                            | Support for institutional effort to support tuberts in improving "Sources and Evidence" and/p. Constitution and Personalization and Personalizatio       |  |  |  |  |  |
| F17         | &#<br>BA 224</td><td>Introduction to Human Resour</td><td>Enrolled/Scheduled for<br>7</td><td>Stadets present formal and informal presentations throughout the term. They clie their sources and become more comferable with public speaking and the need to organize and manage their time in order to deliver effective presentations.</td></tr><tr><td>F17</td><td>CAS 102</td><td>Marketing with Social Media</td><td>12<br>14</td><td>CLO is suggented by assignments in the course that seem included in the original design. While no additional changes were made this term, they were already included in the course.<br>I do online forum in classroom add an an actively included in subsyland descapations to support studets and them integrit stude in the course.</td></tr><tr><td>F17</td><td>CAS 121</td><td>Beginning Keyboarding</td><td>7</td><td>This class is about critical binking with project based learning: reading the specific directions and then relying on the beginning Modelle OIR lesson; course reference book and past experiences to design a project. Students are able to use what they already know to design their projects while learning about design.</td></tr><tr><td>Sp18</td><td>CAS 230</td><td>Design Principles</td><td>3</td><td>arricoles.<br> worked a great data in tacking dudets how to properly cite their sources (in-text and reference list) using APA. Many aid their writing courses focused on MLA so there was a lot of practice needed. We spent time discussing when and how to use quotation marks as well as practicing referencing books. I made<br>notes on their papers throughout the term when errors were made (without deducing point) and then towards the end of the term they were informed of which asygomets would receive reduced points if certain APA guidelines were't met. There was considerable improvement!</td></tr><tr><td>Sp18<br>Su18</td><td>ECE 234<br>OS 280F</td><td>Introduction to children with S<br>Co-op Education: Administration</td><td>2</td><td>Stadent angagenes trackages submit en reming and es perfect have provided, as dos subgit ganding area ento special to metricing area respective information and estimation of the special trackage special in the special trackage special track</td></tr><tr><td></td><td>BA 101</td><td>Introduction to Business</td><td>19</td><td>Required A4 formatic to page, Required or all presentations in a discription of subsequences, and a required ready access to a required scale access to a required scale access to a required scale access to a required ready to a ready to a required ready to a required ready to a required ready to a ready to a required ready to a required ready to a ready to</td></tr><tr><td>Sp19</td><td>05245</td><td>Office Systems and Procedures</td><td></td><td>and present their information in a professional format that would be appropriate for a working professional in an office setting.</td></tr><tr><td>Su19<br>F19</td><td>OS 280G<br>ECE 179</td><td>Co-Op Ed Administrative Assist<br>Child Portfolios in ECE</td><td>3 4</td><td>Stadets create and online Caree Portfolio which is focused on their chosen arene path. C.D. 1: Sudets focus and any entered their stanments is weatly to each other</td></tr><tr><td></td><td></td><td></td><td>10</td><td>Seen though this is not a Gen. Ed. course, i wanted to target CLO #1. Several assignments were graded using the Written Communication Rubric. Project #1 included written and oral communication, and one part of the project included a self-assessment using the Oral Language Rubric. The students were really<br>nervous at first, but we watched vision in closs about how to deliver a quality presentation, and role parted with "not demonstrated" and "associated" might took the law present funny seeing them act out the "not demonstrated" campies for each category. I also met with each group the class period before the<br>were schedule to deliver their presentation and them waite me toophow they would present the status to make the status toophow to the status test test.</td></tr><tr><td>F19<br>W20</td><td>ECE 224<br>BA 104</td><td>Multicultural Practices: Currice<br>Applied Business Math</td><td>11</td><td>were a solution to any point rear point rear point on the solution of the solu</td></tr><tr><td></td><td></td><td></td><td>13</td><td>Navy times to answers to the case polarism as not what a person without any incomeding of basices size would aspect. Incomeding that to their size polarism and the case of the person base of the person b</td></tr><tr><td>W20</td><td>BA 226</td><td>Business Law I</td><td></td><td>the dispute; correctly define and explain the relevant rule of law; apply the rule to the facts at hand and come to a conclusion that was logically supported by each of the prior building blocks of their argument.</td></tr><tr><td></td><td></td><td></td><td>5</td><td>Since CLD 11 it the focus of this year CAS 1314 a diready designed to support this subcome. Almost every assignment addresses communication, either written or visual (Google Sides and graphs/charts in Google Sheet).<br>These are the student comments about communication using Google program:</td></tr><tr><td></td><td></td><td></td><td></td><td>Lan da collaborativa evolve uhi more confidence.<br>(dori have ta sa konsense have to sa egode da co.</td></tr><tr><td></td><td></td><td></td><td></td><td>I fed confident in using Gogle Drive as a way to communicate.<br>May ability has increased as to how to share documents.<br>Will be able to share information pacificate and efficiently.</td></tr><tr><td>F20<br>F20</td><td>CAS 134<br>ECE 120</td><td>Introduction to Google Drive<br>Introduction to Early Childhoo</td><td>5</td><td>Market in a communication and account of the law intervent of the law and the</td></tr><tr><td>W21</td><td>ECE 121</td><td>Guidance & Classroom Manae</td><td>s<br>9<br>8</td><td>CO P1: added 3 to 5 minute class presentation requerement to Project 1 for our final Zoom tass session. Each student was asked to glan 3 to 15 minute class presentation and have with their peers some highlights of their Project.</td></tr><tr><td>Sp21</td><td>MFG 155</td><td>Blueprint Reading</td><td></td><td>and in tab carding.</td></tr><tr><td></td><td>r Students Enro<br>ion of Teaching</td><td>elled and Affected by<br>Strategy</td><td>135</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>Beclay 63 Astrone Linequeet</td></tr><tr><td></td><td>Course Prefix<br>& #</td><td></td><td>Number<br>Enrolled/Scheduled for</td><td>Segond for institutional effort to support taldering in improving "Sources and bulkness" and/or "Organization and Presentation" for the CLO Communication.</td></tr><tr><td>Sp19<br>F19</td><td></td><td>Level 5<br>Level 1-2</td><td>5</td><td>Organization and presentation are discussed in class prior to students giving short talks. Students are evaluated on this area.<br>For my students our focus is always on communication of the message. Our goal is to help students understand and be understood when presenting their ideas.</td></tr><tr><td></td><td>r Students Enro</td><td>olled and Affected by</td><td>11</td><td></td></tr><tr><td>angremenes.</td><td></td><td>Juney.</td><td></td><td>MATH & COMPUTER SCIENCE</td></tr><tr><td>Term</td><td>Course Prefix</td><td>Course Title</td><td>Number</td><td>Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLD Communication.</td></tr><tr><td></td><td>& #<br>MTH 95</td><td>Intermediate Algebra</td><td>Enrolled/Scheduled for<br>14</td><td>I have students do journal entries. They need to put in writing how they approached a problem and how they solved the problem must be answered using sentences.</td></tr><tr><td>Sp18</td><td></td><td>College Algebra<br>Beginning Algebra</td><td>13<br>14</td><td>Lagent meet them in close decoulding appropriate sources for an antibientic research pager and where to find them.<br>Lan having thedres the source having the sources have the method or polenting, memory that methods to others, and present their work to small proges. They also create their own to small proges. They also create their own to small or sources their approximation of quizzes.</td></tr><tr><td>F18<br>F18</td><td>MTH98<br>MTH 111</td><td>Quantitative Math<br>College Algebra</td><td>14<br>28<br>10</td><td>Each addent completed a project where the vegalined a mathematical formula or concepts to the ciscs. They under a brief disk shore to share with the ciscs. They under here, and examples were required. This simple project covered the three areas above<br>have students write up a report on a set of graphs. They need their shoughts so that their presentation on the material can make sense to those not familiar with the material.<br>Subdects were tasked to cisc an area of ciscuits that interested them and the math in the material can make sense to those part (make sense to those and familiar with the material<br>subdects were tasked to cisc an area of ciscuit that interested them and the math in the material can make sense to those part (make sense) and the material that make needed for this particular area. While i didn't have any examples (never having taught this before) i dd</td></tr><tr><td>W19<br>F19</td><td>MTH 105<br>MTH 65</td><td>Math in Society<br>Beginning Algebra II (AB)</td><td>26</td><td>were were an another of tabeling to be particular to the set operator. They also expected to prove the first first calculations to the set operator.</td></tr><tr><td>F20</td><td>MTH 211<br>MTH 252</td><td>Fundamentals of Elementary N<br>Calculus II</td><td>21 23</td><td>All students de 2 hoor presentation on the method bey used to solve certain multi problem. They page to the class about why they class the problem, dot one research, and waiked the class through the method of solving.<br>Lives chain to be use that de remain students of the deal to tail the strategies the the data.</td></tr><tr><td>Total Numbe</td><td>r
Students Enro</td><td>lied and Affected by</td><td>163</td><td></td></tr><tr><td>Implementat</td><td>ion of Teaching</td><td colspan=8>inglementation of Traching Statesy</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Term</td><td>Course Prefix</td><td>Course Title</td><td>Number</td><td>NUBSING & HEALTH SCIENCES Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.</td></tr><tr><td>Term</td><td>8. #</td><td>Course Title</td><td>Number<br>Enrolled/Scheduled for<br>21</td><td>Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.<br>Nursing Program. Withing Studieds were releved and updated to present during NLR 60 and students will carry that incovidege forward into the Nursing Program. Students have historically participated in 2 in class presentations in NLR 60 where they were given feedback in general, this year they were given more</td></tr><tr><td>Term<br>Su 17</td><td>Course Prefix<br>& #<br>Nur 60</td><td>Course Title<br>Nursing Success Strategies</td><td>Enrolled/Scheduled for</td><td>Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.<br>Numerical Program Writing Students were releved and updated to present during NLR 60 and students will carry that leveledge forward into the Nursing Program. Students have historically participated n 2 in class presentations in NLR 60 where they were given feedback in general, this year they were given more<br>accells feedback from their first concentration the Duble Concentration. The NLR 60 where they were given feedback in general, this year they were given more<br>concentration to their first concentration the Duble Concentration. The wear initially they concentration.</td></tr><tr><td>Term<br>Su 17<br>F18</td><td>8. #</td><td>Course Title<br>Nursing Success Strategies<br>Foundations of Nursine - Healt</td><td>Enrolled/Scheduled for<br>21<br>24</td><td>Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.  Nuclear, Program, Writing Students were releved and updated to present during NLR 60 and students will carry that lookides for bursting Program. Students have historically participated in 2 in class presentations in NLR 60 where they were given feedback in general, this year they were given more accells, feedback from their first concentration to the lock or what to improve using the feedback in general, this year they were given feedback is general.  Students have historically participated in 2 in class presentations to historically concentration to the lock of the second presentation.  Source and Evidence - a concentration of the Otic concluster. There are institutely they concentration to the clinical line to compare policy against evidence-based recommendations, (and finding these).  Notices and Evidence - a lock and the second of the decoded presentation.  Source and Evidence - a lock and the institute of a clinical compare policy against evidence-based recommendations.  Notices and evidence - lock and advect and evidence based recommendations.  How the clinical line to compare policy against evidence-based recommendations.  How the clinical clinical compare policy against evidence-based recommendations.  How the clinical line is a "round relini" section on methods of birth control.  Students presented to a the distance and the lock and advects.  How the clinical line is a "round relini" section on methods of birth control.  Students presented to a the section of a lock assuments.</td></tr><tr><td>Term<br>Su 17<br>F18<br>F18</td><td>& #<br>Nur 60<br>NRS 110<br>NRS 232</td><td>Nursing Success Strategies<br>Foundations of Nursine - Healt<br>Pathophysiological Processes I</td><td>Enrolled/Scheduled for<br>21</td><td>Support for instructional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.  Number of program Nitrog absorbed were releved and guided to prevent during WLG Guide students million myrial transledge forward into the Number of program. Students have historically participated in 2 in class presentations in NUR 50 where they were given feedback in general, this year they were given more advected for guided to prevent during WLG Guide students million or myrial transledge forward into the Number of program. 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				Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global		
W20	EC 201	Principles of Economics: Micro		Interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.		
W20	PSY 214	Introduction to Personality	13	QLO #1 - Open discussions, self-disclosing presentations, shared evaluations of readings and materials.		
				The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. Students also submit an outline so that I can check organization for their paper. Both of these are then formally assessed using the CLO#I		
W21	PSY 201A	General Psychology	31	rubric, which is shared and explained to the students.		
				This course naturally covers many of the ILOs. When I designed it, I made sure that the assignments I created helped students achieve these, especially # 1, 2, 4, & 5. Since I've taught it now twice and realize the opportunities for supporting students in achieving #3, I've been focusing more on that one. There are tons		
				of graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. Students also have to review and summarize research articles that include quantitative data.		
W21	HEC 202	Contemporary Families in the	L 11			
				LO #1 - I have supported institutional efforts in this area by requiring students to include source information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information even if it is not required.		
			29	By the end of the class, the majority of students habitually include sources and many actively click-through links on peer posts to check our their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment results. I also utilize nubrics on some assignment to students takets that are how their work will be assessed and what wall organizing and presenting and presenting assignment results. I also utilize nubrics on some assignments to their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignments to their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignments their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignments their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment takets.		
Sp 21	ATH 102	Introduction to Archeology & F	· 19	assumments so that students can see now their work will be assessed and what value "organization and presentation" has on their botential scores.		
Total Mumbe	a Chudente Fare	olled and Affected by	316			
	tion of Teaching		210			
impremenca	con or reaching	z strategy				
				WRITING, FOREIGN LANGUAGE & LITERATURE		
				WHITING, FOREIGN DARGUAGE & LITERATURE		
Term	Course Prefix	Course Title	Number	Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.		
	8 #	course moe	Enrolled/Scheduled for	зарростоя пантонов его со зарростивается и переоту завлежано смоется и переотураналося на со сонтальност.		
			24	Increased course requirements for linking and citing sources, created a course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students		
				seemed initially overwhelmed by the number of potential organizational patterns possible-most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification-but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of		
So 17	WB 227	Technical and Professional Wr	t	makine a deliberate decision resardine how to organize information as opposed to having the organizational structure predetermined.)		
Su 17	ENG 195	Film Studies: Film as Art	12	I gave them lists of films they could access from our library, which has buiked up the number of movies available to students. I also attended local film showings with some students and met after viewing to discuss their assessment of the film critically.		
F17	ENG 260	Intro to Women Writers	27	This CLO is the cornerstone of my literature classes, so I did not make any chanees to incorporate it.		
			9	Our course is centered around the idea of realizing students' deficits in information and how they go about rectifying that. This has a great deal to do with organizing one's question; finding, evaluating, and retrieving information/evidence; and then reorganizing, presenting, and arguing for something.		
F17	LIB 101	Library Research and Beyond:				
F17	WR 121	English Composition	17	Instructor provides evidence throughout his Part B		
F17	WR 122	English Composition	27	I have added an additional activity on MLA formatting and an additional link to an DER resource on creating claims.		
			27	With regard to "Source and Evidence," I give students strict instructions on what is required to support the information or arguments contained in their speeches. Three outside sources are required, each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are		
				allowed. With regard to "Organization and Presentation," I have added to the Moodle shell for this course a comprehensive guide to outlining their topic, as well as examples of a completed organizational outline and a visual representation of an effective speech (via video link).		
W18	COMM 111	Public Speaking				
			7	To address CLO #1 I taught students how to cite quotations from a text using MLA style. Students had a short writing assignment due each week and often used quotes to support their ideas. To support "Organization and Presentation" I had students complete a PowerPoint about a short story they read. I created a		
Sp18	RD 90	Transformative Reading		PowerPoint template for them to fill in. I first completed a PowerPoint for a story we read together and then they completed one on their own.		
Su18	ENG 106	Introduction to Literature - Poe	e 15	I required students to write several short essays organized around a thesis. They needed to present their ideas using MLA format, citing their primary sources.		
			28	"Organization and Presentation" The course was rearranged and updated from reflecting one WR particular course outline, to better align to how a topic is researched and a evidence found. The mini bibliographies build on one another and the final bibliography is an amalgamation of the work done on these.		
F18	LIB 101	Library Research and informat	1			
F18	WR 121	English Composition	24	We spend a week on plaglarism and source analysis.		
W19	ENG 201	Shakesspeare's Early Works	17	I require that student provide textual evidence to support their assertions in all writing they do for this course. Evidence is a criteria on the rubrics I use. I also direct students to the OWL Purdue Writing website for information about organizing essays.		
Sp19	ENG254	American Literature from 1865		This course is solidly based on all three CLO's, so it's hard for me to answer this question except by saying that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLOs.		
			21	"Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the		
F19	COMM 140	Introduction to Intercultural Co		international buffet.		
F19	RD 90	Transformative Reading	11	Students present their research "research roundtable" they must explain their research and its implications in their own lives and the world.		
W20	ENG 202	Shakesspeare's Later Works	11	CD 81: I include clear rubrics that assess students ability to communicate effectively. In the future. I hope to adopt the college's communication rubric to assess the assignments in this class.		
W20	ENG 253	American Literature	10	I've been teaching pretty consistently to all four of these for the past three years that I've taught this class, so I can't describe any changes.		
W20	WR 227	Technical and Professional Wr		CD 91:1 laught them to communicate more clearly and concisely, and to organize their information effectively in short documents.		
F20	ENG 104 WB 121	ENG 104 - Introduction to Liter		Switching to small groups for discussions		
F2U	WK 121	Introduction to Expository Wri	t 25 11	small and large group presentation and discussion		
			- 11	I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts.		
F20 F20	WR 122 (KJ) WR 227	English Composition Technical/Professional Writing	16	We did not use sources and evidence, but we spend a lot of time on orzanization and presentation through assignments in document design and formatting. Several of the guest lecturers talk about organization when they make slides, write papers and create posters.		
F20	WR 22/	reclinical/Professional Writing	16	we up include sources and endence, but we spend a lot or time on organization and presentation in outpresentation in outpresentation in outpresentation in outpresentation or the gain and romations, several of the guest lecturers talk about organization when they make sides, write papers and create posters.		
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